

<b>Job Title:</b>	Parent Infant Advisor	<b>Wage/Hour Status:</b>	Daily
<b>Reports to:</b>	Coordinator RDSPD, TDHH & TSVI Itinerant Services	<b>Pay Grade:</b>	TBA
<b>Dept/School:</b>	Special Education & Health Services Center	<b>Date Revised:</b>	March 28, 2022

### **Primary Purpose**

Work as part of an interagency and interdisciplinary team to provide early intervention services to parents, family members, and caregivers with a child who is deaf, or hard of hearing ages birth to three. Language acquisition will be a point of focus using a sign language approach or oral approach. Assist the family with transition from Parent Infant Program to public school when the child turns three.

### **Qualifications**

#### **Education/Certification**

Bachelor's Degree

Valid Texas Deaf and Hard-of-Hearing Certification

Passing score on the Texas Assessment of Signing Communications (TASC or TASC-ASL) sign proficiency test or hold current BEI/RID Interpreter Certification

Valid Texas Driver License

#### **Special Knowledge/Skills**

- Knowledge of Admission, Review, and Dismissal (ARD) Committee process, Individualized Family Service Plan (IFSP) and Individual Education Plan (IEP) goal setting process and implementation
- Ability to work with Early Childhood Intervention (ECI) Providers
- Ability to read and interpret testing results
- Ability to read and administer communication assessments
- Knowledge of sign systems such as American Sign Language (ASL) and/or Signed Exact English (SEE)
- Knowledge of hearing assistive technology and different types of personal amplification
- Knowledge of special education instruction
- Strong organizational, communication, public relations, and interpersonal skills
- Experience working with young children and adults
- Knowledge of child development and early education theories and practices

#### **Experience**

One (1) year experience as a Deaf Education Teacher

### **Major Responsibilities and Duties**

#### **Instructional Strategies**

1. Provide early intervention services to target child and family outcomes in the family's home (or other natural environment)
2. Develop Individual Family Service Plans (IFSPs) with the child's family and Early Childhood Intervention Coordinator.
3. Coach families on how to incorporate the mode of communication they have chosen for their child into their daily routines.
4. Conduct ongoing assessment of child's developmental skills and use results to plan for instructional activities.
5. Plan and lead center-based child and parent activities according to IFSP goals.
6. Maintain paperwork and records on each child on caseload. Collaborate with other professionals to meet the needs and goals of the families. Use technology in teaching/learning process for students and families.

**Student Growth and Development**

- 7. Provide professional home visits and consultation to families of children who are Deaf/Hard of Hearing based on family and child needs.
- 8. Provide families with information about hearing loss, hearing assistive technology, types of personal amplification options, and advocacy.
- 9. Acts as a positive role model for students; support mission of school district.

**Classroom Management and Organization**

- 10. Submit the necessary paperwork to ECI in a timely fashion and maintain permanent files.
- 11. Maintain working files and confidentiality of all records and information pertaining to families.
- 12. Assist families with the enrollment process and verify proper coding.

**Communication**

- 13. Establish and maintain open lines of communication by conducting conferences with parents, students, principals, and teachers.
- 14. Maintain a professional relationship with colleagues, students, parents, and community members.
- 15. Use effective communication skills to present information accurately and clearly.

**Other**

- 16. Participate in staff development activities to improve job-related skills to include PLCs.
- 17. Stay informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
- 18. Compile, maintain, and file reports, records, and other documents required.
- 19. Attend trainings for Parent Advisors and/or Itinerant teachers to stay current on deaf/hard of hearing laws, regulations, and techniques.
- 20. Coordinate with other involved agencies/therapists and attend appropriate meetings.
- 21. Perform other duties as assigned by supervisor.

**Supervisory Responsibilities**

Supervise assigned personnel.

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress. Be able to cope with the demands and needs of small children. Physical agility to stand, stoop, bend, kneel, push, reach overhead, squat, crawl, twist and turn, and lift up to 25 pounds. Move media equipment, desks, and other office or adaptive equipment. May be required to lift and position students with physical disabilities; and assist non-ambulatory students. Exposed to biological hazards. Ability and willingness to efficiently travel by car throughout El Paso County and other parts of Region 19-ESC or other SSA Member locations.

**Terms of Employment**

212 days; salary to be established by the Board of Trustees

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

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El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Rosa Ramos at 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball al 230-2856.